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ABSTRACT

"Reaching the Goals" is a series of eight books designed to inform people involved in education reform, or people who want to be involved, of the myriad of programs and resources that are available from the Federal Government to support each of the National Education Goals defined in 1990. This first book is dedicated to Goal 1, "All children in America will start school ready to learn." The book provides federal program descriptions and definitions for more than 50 programs that are designed for preschool children. These programs encompass nutrition, learning, and health. Their descriptions should provide reformers with ideas for initiating or expanding preschool services at the community level. Programs from the following agencies are described: (1) Department of Agriculture; (2) Department of Defense; (3) U.S. Air Force; (4) Department of Education; (5) Department of Health and Human Services; (6) Department of Housing and Urban Development; (7) Department of Justice; (8) National Endowment for the Arts; (9) National Endowment for the Humanities; (10) National Science Foundation; (11) Institute of Museum Services; and (12) Smithsonian. Each program description includes contact names for more information. The book concludes with a directory of resources. Resources listed include 10 regional representatives and deputies of the Secretary of Education, 12 Head Start regional offices, the Head Start Collaboration Network members for the 10 regions, the contact list for Operation Weed and Seed (102 individuals), 60 state Arts Agency Coordinators, and 57 State Humanities Councils (includes territories). (SLD)

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ED 395 044

Achieving the Goals

Goal 1

All Children in America will start school ready to learn.

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In 1989, the nation's governors came to the conclusion that unless there were clear goals in education, and they and the citizens worked cooperatively to achieve them, the United States would enter the 21st century unprepared for its challenges. This decision led to the adoption of six goals, and with the enactment of the "Goals 2000" legislation, two more were added, making a total of eight National Education Goals. The Department of Education is not the only federal agency that is taking part in this national initiative. Federal agencies such as the departments of Health and Human Services, Labor, Energy, and Defense, have been making important contributions to the National Education Goals. We estimate that at least 28 departments and agencies are now funding programs that support one or more of the goals.

"Reaching the Goals" is a series of eight books designed to inform people involved in education reform (or people who want to get involved) of the myriad of programs and resources that are available from the federal government to support each of the National Education Goals. The effectiveness of local efforts can be strengthened if reformers are informed of the funding and technical resources that are available.

This first book is dedicated to Goal 1, "All children in America will start school ready to learn." The book provides program definitions and descriptions for more than fifty programs that are designed for preschool children. Such programs encompass nutrition, learning, health, and parenting skills. Drawn from an array of federal agencies, these program descriptions should provide reformers with ideas for initiating or perhaps expanding the scope of preschool services at the community level.

This book is being produced by the Office of Intergovernmental and Interagency Affairs, responsible for promoting interagency collaboration at the federal level. Through making the information in this book available to administrators, teachers, business leaders, and the general public, it is the hope that interagency collaboration will expand at the local level. As a matter of fact, there are scores of collaborative efforts that are working in communities across the nation today. They draw funds from multiple sources to provide services to children and their families. Some of these programs are described in *Achieving the Goals* to provide specific examples of how interagency collaborations are working today.

Each book will provide an outline of each agency's role and activities in achieving the Goals, including program descriptions, contact names, and an appendix listing resources such as state and local offices, technical assistance centers, and clearinghouses.

At HHS, the Head Start program is helping children get ready for school, (Goal 1) and at Labor, job training programs are helping adults gain the skills necessary to compete in the global economy, (Goal 5), and the Department of Energy's laboratories and NASA's field centers are helping students across the country be the first in the world in science and mathematics (Goal 3). These and other federal programs are helping students achieve the National Education Goals.

It is our hope that this series of books will encourage collaborative efforts among state and local organizers who are working on systemic reform.

GOAL 1 UPDATE:

A Report from the National Education Goals Panel

In 1990 the president and 50 state governors established the National Education Goals, the first of which is that "by the year 2000 all children in America will start school ready to learn." In the ensuing years, this Goal has been colloquially dubbed the "readiness" Goal and has generated public policy debate at the federal, state, and local levels; in the public and private sectors; and in the media, schools, and homes.

Much attention has been focused both on the goal itself and on the three objectives accompanying the goal statement that reflect a broad concern with children's early development and learning. The objectives, concerned with the conditions of the institutions that affect such development — families, preschool programs, health care systems, schools — are:

- All children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school;

- Every parent in the United States will be a child's first teacher and devote time each day helping his or her preschool child learn, and parents will have access to the training and support parents need;

- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birth weight babies will be significantly reduced through enhanced prenatal health systems.

Taken together, the goal and the objectives are significant in a number of respects. While they affirm that parents have primary responsibility for the well being of their children, they also acknowledge that society has a responsibility to help where needed.

Second, the goal and its attendant objectives acknowledge that *all* children — not simply some — are entitled to early experiences that will foster their optimal development.

Third, the goal and objectives acknowledge that narrowly constructed, academically-driven definitions of readiness — heretofore widely accepted — need to be broadened to incorporate physical, social, and emotional well-being. Finally, the goal and its objectives affirm the connection between early development and learning, and children's later success in school and in life.

As could be expected, such a landmark statement — which carries presidential and gubernatorial sanction — has also provoked considerable activity. Some efforts have been devoted to the improvement of direct services for young children and their families, including initiatives undertaken by the National Governors' Association, executive branches of federal and state governments, schools, communities, professional associations, and parent groups. Other efforts have attempted to improve and integrate the systems that affect children's early development. Still others have sought to delineate more clearly what is meant by optimal outcomes for children. And finally, some have sought new approaches to chronicle children's development appropriately and inventively.

Although committed to fostering all four approaches (improving direct services, improving systems, delineating optimal outcomes, and chronicling progress), the work of the National Education Goals Panel has been focused on the third and fourth approaches. In fact, the National Education Goals Panel has been charged with chronicling the nation's progress toward meeting all of the goals over a ten-year period, from 1990 to 2000. To that end, the National Education Goals Panel has established a Resource Group and at least one Technical Planning Group for each goal.

GOAL 1 RESOURCE AND TECHNICAL PLANNING GROUPS' WORK TO DATE

The Goal 1 Resource and Technical Planning Groups were asked to suggest data by which progress toward Goal 1 could be measured. Two kinds of information were recommended: first, direct indicators of the goal, reflecting how children are doing, and capturing their welfare and resiliency in the face of risk; and second, direct indicators of the objectives, reflecting the quality of services afforded young children. The groups recognize the importance of both kinds of information and have been working to put mechanisms in place that will collect such information at three points in time: before school, upon entry to school, and in school. To hasten the realization of these efforts, the Technical Planning Group was asked by the Goals Panel to focus its work on conceptualizing an in-school assessment that focused on child outcomes.

Recognizing the wide range of abilities and experiences upon which early learning and development rests, the Technical Planning Group suggested that early development and learning embrace five dimensions: (1) physical well-being and motor development; (2) social and emotional development; (3) approaches toward learning; (4) language development; and (5) cognition and general knowledge.

Refining the Definition of the Five Dimensions of Early Development and Learning

The purpose of *Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary* (National Education Goals Panel, 1995) is to lend greater specificity to each of the dimensions conceptualized in the 1991 report on school readiness

with the goal of ultimately achieving a common vocabulary that expresses current knowledge and common views about the needs of children and the nature of their development. It is hoped that such amplified definitions will further the dialogue regarding how best to foster children's healthy development. This paper uses as points of departure the available research (though the document is not intended to be a review of the research), a series of commissioned papers, and synthesis of the Technical Planning Group's work. Where research is incomplete, this paper reflects the collective best judgment of the members of the Group.

This document represents not only the work of the Goal 1 Technical Planning Group, but the input of hundreds of individuals who took the time to comment on the original draft. Five considerations exist regarding the dimensions. (1) Though presented separately for the sake of clarity, the five dimensions are interrelated. (2) The availability of scholarly work to assist in amplifying the dimensions varies tremendously by dimension. (3) Offering amplified definitions of the dimensions of early development and learning should not be equated with assessing the dimensions. (4) Families and communities are critical in children's early learning and development. (5) Youngsters demonstrate individuality related to genetic, cultural, and contextual factors; as such, individual, cultural, and contextual variables cannot be attributed to any single dimension.

The report concludes by examining issues that underlie its definitional analysis and that must be addressed as a prelude to any reappraisal of our current approach to early care and education. Then, it identifies preliminary implications of the Technical Planning Group's work for assessment, practice, and policy. Finally, it suggests specific action steps based on these implications for future work in early development and learning.

Early Childhood Assessment

Section 207 of P.L. 103-227 directs the Goals Panel to support the work of its Resource and Technical Planning Groups on School Readiness to improve the methods of assessing the readiness of children for school that would lead to alternatives to currently used early childhood assessments.

Accordingly, a Ready Schools Resource Group has been asked to make explicit the elementary school characteristics and policies it had in mind as necessary to accommodate incoming children. The Resource Group is preparing a short paper to be released in early 1996 for teachers, principals, and policy makers on (1) the nature of pedagogy and instruction in the K-3 classrooms of a ready school; (2) the structure and policies of ready elementary schools; (3) the relationship of ready school to families and communities; and the links of ready schools with preschool programs.

In accordance with the legislative charge, the Goals Panel has convened an Early Childhood Assessments Resource Group to create guidelines regarding the nature, functions, and uses of early childhood assessments, including assessment formats that are appropriate

for use in culturally diverse communities, based on model elements of school readiness; monitor and evaluate early childhood assessments, including the ability of existing assessments to provide valid information on the readiness of children for school; and monitor and report on the long-term collection of data on the status of young children to improve policy and practice, including the need for new sources of data necessary to assess the broad range of early childhood developmental needs. The groups will advise and assist the Congress, the Secretary of Education, the Goals Panel, and others regarding how to improve the assessment of young children and how such assessments can improve services to children.

Goal One Related Programs

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U.S. DEPARTMENT OF AGRICULTURE

The U.S. Department of Agriculture (USDA) addresses Goal 1 by ensuring that young children, particularly those in need, are properly nourished. The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) currently serves more than 3 million children monthly who are between the ages of 1 and 5. The Food Stamp Program reaches about 14 million children each month, and the Child and Adult Care Food Program serves about 1.8 million children a year.

The Department also contributes to Goal 1 by providing parents and other care givers with information on how to ensure that children are physically, emotionally, and mentally prepared for life and school. In addition, USDA sparks young children's interest in science, the environment, food, and related topics through several programs, including Woodsy Owl and Smokey Bear.

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

The WIC Program improves the nutritional health of low-income women, infants, and children by providing nutritious, supplemental foods and nutrition information. Participants receive vouchers that can be redeemed at retail food stores for specific foods that are rich sources of the nutrients frequently lacking in the diet of low-income mothers and children. In addition, the WIC Program is a gateway to a variety of health and social services. Because WIC has been shown to be effective in improving the health of pregnant women, new mothers and their infants, full funding has been requested for WIC by 1996, allowing the program to serve all who are eligible (an estimated 7.5 million). Children have always been the largest category of WIC participants. And, today WIC serves more than 3 million children between the ages of 1 and 5 each month. In addition, WIC works closely with Head Start and Even Start to ensure that preschool children have access to all programs for which they may be eligible.

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The Food Stamp Program

The Food Stamp Program is the cornerstone of USDA's food assistance efforts, helping put food on the table for nearly 27 million Americans each month in FY 1993. More than half of all food stamp participants are children. This Fall, FCS implemented provisions of the Mickey Leland Childhood Hunger Relief Act that increase program benefits-- especially for households with children. Households with children make up 62.1 percent of all Food Stamp households.

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The Child and Adult Care Food Program

The Child and Adult Care Food Program provides cash reimbursements and commodity foods for meals served in child and adult day care centers, and family and group day care homes for children. Some 1.8 million children participated in the program in FY 1993. Nearly 60 percent of participating children are between the ages of 3 and 5.

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The Food Safety and Inspection Service (FSIS)

This service addresses Goal 1 by helping protect the health of young children, an important factor in ensuring that a child comes to school ready to learn. Ensuring the safety of the meat and poultry supply through its inspection processes is one way FSIS helps protect young children from food borne illness. Educating parents about safe food handling practices is another.

Recently, FSIS distributed information about the thorough cooking of hamburger and other safe food handling practices to parents of children in day care facilities such as Kindercare and to parents of children in Head Start programs. FSIS also works to protect young children's health by requiring nutrition labeling on meat and poultry products to help parents choose healthy foods to serve.

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Sheltering Arms, Inc. -- Atlanta, GA

Sheltering Arms manages eleven child care centers that provide eleven-hour-per-day, year-round care for 833 children from birth to age 5. Sheltering Arms has focused on assisting families with multiple challenges of parenting, employment, and limited resources. Each Sheltering Arms center provides affordable high-quality, child care and offers family support services for parents. The agency is a good example of an innovative venture that melds funding from public, corporate, voluntary agencies and parent fees.

Funding

Sheltering Arms' annual budget of $4.3 million includes public funding from child care vouchers, a Department of Education prekindergarten initiative and the Child Care Food Program; private sector funds from the United Way, 64 local businesses and 26 foundations and parent fees for child care services. More than 1,000 parents and community residents contribute volunteer time each year. Sheltering Arms also initiated a partnership that raised $150,000 from businesses to increase the state's capacity to obtain federal matching funds for child care, leading to $400,000 in additional services.

Services for Children:

Classroom programs for 6 week-olds to 5-year-olds are theme-oriented and activity-based. Each staff member works with a "primary bonding group" of children throughout the year, to increase individual attention and nurturing and to provide a focal point for ongoing assessment and communication with parents. The quality of Sheltering Arms classes has been documented by the National Association for the Education of Young Children's Center Accreditation Program.

Meat and Poultry Hotline
(DC Metro Area) (202) 720-3333
(Continental US, Toll Free) (800) 535-4555

The Cooperative Extension System

The Cooperative Extension System, working within the communities and collaborating with other agencies, provides comprehensive, preventative education to limited resource individuals and families with young children, prenatal to five. As a result of coordinating nutrition and health, money management, and parent education, these individuals and families are better equipped to raise one generation of children, physically, intellectually, socially and emotionally prepared for school and life.

Parent involvement with the child is an important predictor of early school success. Children who have a strong adult orientation seem to do better in school than those with a primarily peer orientation. Extension is assisting families in ensuring their children's well-being through effective parenting and child care which affects early childhood development. Parents and child care providers have the greatest influence on the development of children. Understanding the developmental needs of children is essential to their effectiveness. Education programs for parents and child care providers have been a major focus for Extension. Programs include: (1) teaching parents of their important role as first teachers of their children; (2) reaching single parents with helpful resources; (3) teaching parents how to communicate with professionals who deal with their children; and (4) involving paraprofessionals in teaching low-income women how to improve their diet, manage money, and handle family crises.

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The new **National Extension Parent Education Model** (NEPEM) included four parenting skills among the twenty-nine priority practices for extension parent education: teach children about themselves, others, and the world around them; stimulate curiosity, imagination, and the search for knowledge; create beneficial learning conditions; and help children process and manage information. Parents are

viewed as having critical significance for children's learning. Extension professionals throughout the United States collaborate with a variety of organizations and agencies to prepare parents for this most important role.

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The **Expanded Food and Nutrition Education Program** (EFNEP) and the Nutrition Education Initiative conducts education programs in every state and territory for low income families with young children. These programs focus on prenatal and early childhood nutrition education that is essential for optimal cognitive development.

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The USDA Forest Service

The Forest Service runs the **Urban Tree House**, a community-based program designed to bring an understanding of forestry concepts and careers to inner-city children of all ages. In this program, professionals from government agencies, universities, and industry conduct year-round lessons on forestry, ecology, and natural resources in an outdoor setting. Atlanta, Georgia, was the first site for this program and is now the pilot for a nationwide network of tree houses that link urban populations with nearby National Forests. While the programs are largely geared to elementary students, younger siblings are welcome to attend the activities.

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The **Cooperative Forest Fire Prevention Program** is a comprehensive informational and educational campaign that features Smokey Bear as the symbol to create and maintain a public awareness about forest fire prevention. Smokey Bear is used for a number of purposes including education activities in classrooms and Junior Forest Rangers, as well as public service advertising. He also introduces preschool children to the concept of preservation of nature, particularly prevention of forest fires.

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(202) 205-2496

Woodsy Owl is the Forest Service Conservation Education symbol for children from preschool through third grade, promoting awareness of the importance of preserving our planet. Recently, the Forest Service entered into a cooperative agreement with Children's Television Workshop (CTW), the international leader in the field of children's programming, and the creators of Sesame Street, to develop education materials and an outreach strategy to teach children about environmental issues which affect them and to encourage appreciation of nature. Woodsy Owl will help prepare prekindergarten children to explore the world around them, a critical step in being ready to learn.

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Treetures represent an environmental education effort with direct focus on trees. Developed by a children's author and product designed, Treetures compose a community of characters that are dedicated to tree planting. The target audience is children ages 3 to 10. The Treetures help the National Association of State Foresters and the USDA Forest Service carry the message of tree planting and care.

Pam Speka, Treeture Coordinator
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Lakewood, CO 8O225

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National Agricultural Library

Child Youth and Family Education and Research Network

The Youth Development Information Center is a joint project of the National Agricultural Library (NAL) and the USDA Extension Service (ES) to support the professionalism of 4-H youth development. As of 1992 the Center redirected computer and communications technology in organizational collaborations and information management a greater variety and amount of information will be made available to a larger proportion of the youth-serving community.

The Child Youth and Family Education and Research Network (CYFERNET), is a joint project of the Youth Development Information Center (YDIC) of the National Agricultural Library, ES/4-H and Youth Development, ES/Home Economics and Human Nutrition (HEHN), ES/Communications and Information Technology (CIT), and the National 4-H Council. Additional collaborations are evolving to realize fully the potential of an information service based on computer communications technology. The effort is in explicit support of NAL and CIT initiatives in information management, dissemination, and public access and services.

Information available on the CYFERNET includes: federal program descriptions that deal with child, youth, or family issues and Federal Register notes for the year that deal with the same subject, a listing of all the youth at risk sites, the full text of Family Impact Seminars for the last three years, extensive statistics from the Kids Count Data Book project, the Agricultural Research Service (on family economics), clearinghouses dealing with youth and family issues, bibliographies (based on the 4-HPRK taxonomy) from both AGRICOLA and ERIC, and from the National Clearinghouse on Alcohol and Drug Information (and information on how to get the documents referred to).

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National Extension Children, Youth, and Family Network

The Cooperative Extension System and the National 4-H Council are establishing a national Children, Youth, and Family Network consisting of four national networks focusing on Child Care, Collaborations, Science and Technology, and Family Resiliency; and a national distributed-information infrastructure. The CYF Network consolidates program and technology resources and, through the electronic infrastructure, expedites nationwide access to information and education. The CYF Network assists the Cooperative Extension System nationwide in accomplishing its mission to marshal resources of the land-grant universities, and it also helps to collaborate with other organizations to develop and deliver education programs that equip limited resource families and youth who are at risk to meet basic human needs, and to lead positive, productive, contributing lives.

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U.S. DEPARTMENT OF DEFENSE

1994 marked the fourth year of the involvement of the Department of Defense (DoD) in the National Education Goals, and specifically, to improve the quality of education and early childhood programs provided to children of service members both overseas and in the continental United States. To support this effort DoD has addressed "Readiness for School" through the joint activities of the agencies within the office of the Deputy Assistant Secretary of Defense which include; the Department of Defense Education Activity (DoDEA) and the Office of Family Policy, Support and Services. Through these agencies, DoD has initiated a variety of programs designed to support instruction, student achievement, community involvement, and preschool services.

Sure Start

The Department of Defense Dependents Schools (DoDDS) are committed to establishing and expanding a program for preschool children modeled on Head Start. Entitled "Sure Start", this program is jointly operated by DoDDS and DoD Child Development Services (CDS) and has as its primary goal the delivery of a preschool program that will have a positive impact on the child's physical health, cognitive ability, achievement, and education motivation. Sure Start classrooms have opened at 29 sites throughout the DoDDS system, and approximately 500 3-4 year old children are now enrolled.

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Families and Schools Together (FAST)

The Families and Schools Together (FAST) project was developed to provide parents an opportunity to gain the knowledge and skills necessary to facilitate their children's learning in the home. The program design focuses on encouraging active parental participation and cooperation with the schools and other parents in developing competencies to motivate students to value learning as an integral part of their daily lives and to assist parents in establishing study habits and learning rituals in the home. As a result of their participation in this program, parents acquire skills enabling them to help their children and other parents, thereby creating a community resource that

will reinforce parental participation in academic achievement. The project is composed of four learning modules for parents which include:

(1) Establishing and maintaining home learning rituals
(2) Monitoring educational progress
(3) Providing at home learning assistance
(4) Encouraging student motivation

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Preschool Children with Disabilities

In school year 1993-94, the Department of Defense Dependents Schools (DoDDS) implemented preschools for children with disabilities (PSCDs) for children age 3 through 5. There are now 80 preschool classrooms serving more than 965 students. Children in these programs meet DoDDS eligibility criteria that include a delay in one or more of

The James E. Biggs Early Childhood Center -- Covington, KY

The Biggs Center provides a prekindergarten program, family support services, and a home visitation strategy. It came into being through a creative school district/community agency partnership via funding provided in Kentucky's Educational Reform Act of 1990 (KERA) for preschool and family support services.

Organization

The Biggs Center is a partnership between Children, Inc., a nonprofit child care agency and the Covington School District. Children, Inc., recruits, hires, trains, and supervises a staff of 15; monitors the curriculum; implements parenting activities; and conducts program evaluations. The school district made a major investment in the facility and contributes maintenance, transportation, and administrative services to the project.

Funding

Funds come from state department of education preschool program, Special Education, Chapter 1, Family Resource and Youth Service Centers. The school district contributed $1.8 million to purchase, renovate, and equip the facility and playground space. Mini-grants from the business sector and state agencies cover special enrichment activities.

Services for Children

The preschool program operates two half-day sessions, Monday through Thursday, and accommodates its 262 children in classrooms of 20. Fifteen children with special needs participate in the program, with support from a specialist and seven assistant teachers. On Fridays, teachers and assistant teachers conduct home visits. Through Chapter 1 funds, 3-year-old children are visited twice a month at home by a teacher and teaching aide who combine elements of High/Scope and the Parents as Teachers curricula.

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the following developmental areas: Communication, Cognitive, Physical, Adaptive/Self-Help, Social/Emotional.

Children in PSCDs are served in center-based, home-based or combination programs with medically related services such as occupational and physical therapy provided by the military medical departments. They may also receive their special education services in local child development centers, Sure Start classes or in regular kindergarten programs. Teachers and administrators are encouraged to involve parents in many ways, to include training parents in child development and in specific strategies related to their child's delay(s).

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Immunization Program

The DoDDS's immunization requirements are based on the policies of the Immunization Practices Advisory Committee of the Public Health Service, Department of Health and Human Services and on requirements promulgated by the Assistant Secretary of Defense (Health Affairs). DoDDS's policy regarding immunizations is to provide screening to new entrants and to monitor the total immunization screening program through student registration. Although immunization is a requirement for admission/attendance in DoD schools, the military services, not the schools, are responsible for administering immunizations. Prior to enrollment, dependent children are required to have the following immunizations: polio, measles, mumps, and rubella (MMR); diphtheria, pertussis, and tetanus (DPT). Diphtheria and tetanus immunizations are required every 10 years. Pertussis is not required after six years of age. A second dose of the measles vaccine is required for children entering kindergarten or school for the first time. It is DoDDS policy that all children, no matter their age or grade level, will show evidence that they have received the second dose of MMR upon entry into a DoDDS school.

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Domestic Dependent Elementary and Secondary Schools (DoD DDESS):

Pursuant to the "Individuals With Disabilities Education Act" as amended, (IDEA), DoD DDESS has implemented preschools for children with disabilities (ages 3-5) on all the 16 military installations that host DoD DDESS. Approximately 454 preschool children with disabilities are now being served by this program. Additionally, DoD DDESS has implemented preschool programs for non-disabled students on 10 of these installations. More than 1,600 students are currently participating in this program.

Programs that stress parental involvement in child development activities are currently ongoing throughout DoD DDESS. A wide variety of parent education guides and publications have been developed and distributed throughout the community to promote and enhance readiness to learn activities. Organized community and parent volunteer programs are also prevalent in DoD DDESS. During school year 1993-94, preschool children in DoD DDESS received the benefit of more than 45,000 volunteer hours.

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Office of Family Policy, Support and Services

1. Child Development Services: Provides early childhood development programs on military installations throughout the world.

2. Family Advocacy Programs: Provides comprehensive programming to prevent and intervene in allegations in child and spouse abuse within military families.

3. Women, Infant and Children Programs: Provides education and services nutritional at-risk women and infants.

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Through these agencies, DoD has initiated a variety of programs designed to support instruction, student achievement, community involvement, and preschool services. A brief summary of each of the programs is provided in the following pages.

Family Advocacy New Parent Support Programs

The Department of Defense (DoD) is undertaking an important program which will encourage positive parenting from the earliest stages in a child's life. In the short and long term, this initiative will promote an environment where military children can thrive and, thus, be better prepared to start school ready to learn.

Findings suggest that the single most effective strategy for preventing child abuse is to provide parents with education and support around the time their baby is born. Statistically, the highest risk for spouse abuse occurs during pregnancy and immediately after the birth of a child. Each of the Military Services' Family Advocacy Programs has initiated a New Parent Support Program modeled after several of the most promising home visitor programs in the United States. The goals of the program include:

(1) personal support for the new families;
(2) reinforcement of the skills and strengths needed for quality parenting;
(3) facilitation of resources;
(4) prevention of child abuse and neglect by helping to reduce isolation of new families
(5) identification of families with the potential for problem parenting related to poor parenting skills, inappropriate expectations, low self-esteem, and an inability to utilize community resources; and,
(6) early referral to appropriate supportive services

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U.S. AIR FORCE

The Department of Defense Dependents Schools (DoDDS) is the Defense agency responsible for providing children of Air Force members educational programs from prekindergarten through grade 12 in overseas areas. Therefore, many of the programs discussed previously apply to the Department of the Air Force such as First Time Parents Program (New Parent Support Program) and DoD Special Supplemental Food Program. Other programs implemented by the Air Force that supports Goal 1 includes; Boys Town Common Sense Parenting Program, U.S. Air Force Family Advocacy First Time Parent Program, The Air Force Family Advocacy Program, and Family Support Center Education Classes.

Boys Town Common Sense Parenting

This program was developed as a preventive program for non-abusive parents. Emphasis on communication and development of appropriate parenting skills. The program incorporates social learning theory skills training into a curriculum for parents. The primary focus of the training program is on interactive skills, role playing and modeling.

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Family Advocacy First Time Parent Program

The Air Force began it's "First Time Parents Program" in 1990. The first program was staffed by registered nurses at eight different sites. The purpose was to provide clinical prevention services in support of at risk first time parents and their infants. The primary focus of the program was to assist in coalescing as a healthy, viable family. In 1993, the program was expanded to an additional 65 installations. It is based out of hospitals but encompasses the entire community. The program targets parents through support and education.

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Family Advocacy Program

The Family Advocacy Program (FAP) is a prevention program provided by outreach managers and nurses. It is an intervention program for child and spouse maltreatment. One component of the program is the Exceptional Family Member Program (EFMP), a program to coordinate assignment of families with special needs children.

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Family Support Center Education Classes

Family Support Centers offer Family Education and Development Programs as part of their ongoing preparation and skills building for every Air Force family at every stage of the member's career. Such training empowers families to master the demands of family life that are complicated by the military lifestyle.

Programs for parents of preschool children are offered on a regular basis. Classes range from "Getting to Know your Newborn Baby" to "Getting Ready for Kindergarten!" Parenting classes cover life cycle issues beginning with new infant information to dealing with adolescent concerns. Recently recognized needs of first time and single parents have increased the demand for parenting classes.

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U.S. Department of Education

Early Education Program for Children with Disabilities

This program provides support for experimental, demonstration, outreach, research, training, and technical assistance and dissemination activities for children with disabilities from birth through age 8. Individual project grants, cooperative agreements, and contracts are funded through this program.

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Even Start -- State Education Agencies

This program funds family-centered education projects to help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and it provides literacy training for the parents. These are state formula grants from which local education agencies are subgrantees.

New Jersey Early Childhood Program -- Jersey City

Jersey City's school district-based early childhood initiative has expanded from an initial state-funded program for 150 children to a program serving 400 children, with the majority of resources provided from local education agency funds. The program has thrived during a period of state-imposed takeover of the school district operations and budget.

Organization

The school district uses resources from the state Goodstarts Program and local district resources to implement prekindergarten programs in elementary school buildings. All families in the community are eligible to enroll their children in the locally-funded classrooms. Two administrators share responsibility for program management, staff development for prekindergarten and primary grade staff members, and teacher evaluations.

Funding

A total budget of approximately $2.75 million per year includes an estimated contribution of $1.8 million from local school district resources as well as funding from federal (Even Start, Chapter 1), and state department of education programs.

Services for Children

The faculty-student ratio is 2 to 15 in the 3- and 2 to 18 in the 4-year-old classes. The after-school program runs from 8:00 a.m. to 5:45 p.m. and emphasizes education activities such as music, dance, and drama. Jersey City has adopted a developmentally appropriate framework for classroom practice and professional development from prekindergarten through second grade, an approach which enhances continuity for young children and their families. Most children move from prekindergarten classes into kindergarten classes in the same schools, thus easing the transition for both students and their families.

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Even Start -- Indian Tribes and Tribal Organizations

This program provides funds for family-centered education projects to help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and it provides literacy training for the parents. These grants are discretionary, funding individual projects.

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Even Start -- Migrant Education

This program is designed to establish and improve programs to meet the special educational needs of migratory preschool children and their parents by integrating early childhood education and adult education into a unified program.

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Title I

The new Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools to enable them to meet challenging academic content and performance standards. To accomplish this goal, Title I supports new roles for schools, districts, states and the federal government. Schools will decide how to spend their Title I resources and have more leeway in combining their resources to support comprehensive reform through schoolwide programs. The new provisions (1) ask school districts to coordinate and integrate Title I services with other educational services, including Even Start and Head Start, and, to the extent feasible and where necessary, with other agencies providing health and social services to children; (2) allow Title I schools to work with the community to provide health, nutrition, and other social services that are not otherwise available to the children being served; and (3) require districts and schools to address the transition needs of children, particularly as they move from pre-school to school.

Mary Jean LeTendre or William Lobosco,
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Program Development Implementation Grants

This program makes grants available to develop and implement new, comprehensive, coherent, and successful bilingual education or special alternative instructional programs for limited English proficient students. Programs may include early childhood education, K-12 education, gifted and talented education, and vocational and applied technology education.

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Services for Children with Deaf-Blindness

This program provides services to benefit infants, toddlers, children, and youth with deaf-blindness including demonstration activities; technical assistance to agencies, institutions, or organizations providing education or early intervention services; preservice or inservice training to personnel; assistance to agencies in facilitating the transition of youth with deaf-blindness to adult services including assistance related to independent living and competitive employment.

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

The Administration on Children, Youth, and Families (ACYF) conducts national programs for children and youth, works with states and local communities to develop services that support and strengthen family life, and provides information to individuals and to the public and private agencies that serve at-risk children and families. The ACYF supports the achievement of Goal 1 mainly through its Head Start Bureau. The Head Start program supports "the readiness goal" through its community-based programs serving disadvantaged children and families across the country.

One of the basic purposes of the Head Start program is to promote the social competence of children, which means their everyday competence in dealing with both the present environment and later responsibilities in school and life. Therefore, the entire Head Start program and the 740,500 children and their families who are served by the program each year contribute toward the achieving Goal 1.

Head Start

All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that prepare children for school. (Objective 1)

Through over 1,400 community-based programs across the country, Head Start serves some of the most disadvantaged children of each local community in quality developmental programs, with 10 percent of the enrollment reserved for children with disabilities. Of the 740,500 low income children who were served in 1994 by Head Start, more than 96,000 were disabled children. Nearly 70 percent of the families served in Head Start have incomes of less than $9,000 per year and over 80 percent have yearly incomes of less than $12,000.

The Head Start Program Performance Standards require developmentally and culturally appropriate curricula and daily experiences for children, including a print rich environment, daily exposure to books and stories; support for emergent literacy; and promotion of the use of language. Since Head Start experiences include attention to the whole child, across domains of child health and development, as well as family support, this allows the impact of Head Start to cross many "readiness" indicators: physical development, curiosity about learning, health and wellness, cognition, language, and social and emotional development.

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

Head Start parents are treated as, and offered educational experiences that support their roles as the child's first and primary educator. In addition to experiences requested by or designed by parents, they may participate in training activities with staff on topics that support these key roles for parents. Head Start staff help parents learn a variety of ways to support children's learning in the home by using household materials and the outdoors. Suggestions may be shared during home visits, parent meetings, and through newsletters, lending libraries, videotapes, and trainers and consultants, and through participation in parent-child programs at public libraries and community-based museums.

Head Start sponsors, arranges, or offers many opportunities for parents to enhance their own skills in reading, writing, and speaking so that they may more fully support their children's development. All Head Start programs have literacy programs that include emergent literacy for the children, adult literacy to help parents achieve their personal goals, and family literacy in order to promote parent-child interaction around books and reading.

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birth weight babies will be significantly reduced through enhanced prenatal health systems.

Head Start, through a variety of programs and demonstrations, is already providing comprehensive services to expectant women and families with children under the age of three. In addition to the types of activities already described, these programs are designed to have an earlier impact on prevention, and to connect families to community providers as quickly as needs surface. In addition to the 21,000 already being served, a new program called "Early Head Start" is being launched which will take Head Start services into the formative years.

At least one-third of a child's nutritional needs (USDA) are met through meals provided in the Head Start setting. Nutrition information and meal planning guidance and activities are also planned and provided in conjunction with parent education. Also, through the enrollment process or at entry into Head Start, a child's immunization record is reviewed, and if necessary, the family is assisted in getting the required immunizations up to date. Each child receives medical, dental, vision, hearing, and developmental screening, follow-up, and treatment when necessary.

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Head Start Collaboration Projects

In 1990, the Administration on Children, Youth and Families (ACYF) of the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services funded demonstration grants entitled Head Start-State Collaboration Projects. The projects aim to "create significant statewide partnerships between Head Start and the states in order to meet the increasingly complex, intertwined, and difficult challenges of improving services for low-income children and their families." A second group of states was funded in 1992.

In 1993, the Advisory Committee on Head Start Quality and Expansion proposed expanding these collaboration grants as one method to better link Head Start with state level policies and policy makers: "it is critical that Head Start fit into the constellation of other services in states and communities." The committee recommended that any new projects be developed in coordination with representatives from the local Head Start community.

The collaboration grants have four goals: To facilitate the involvement of Head Start in the development of state-level policies, priorities and resource allocations which affect the Head Start population and other low-income families; to create significant, cross-cutting initiatives on behalf of children and families throughout the state; to help build more integrated and comprehensive service delivery systems to improve families' access to services and promote a high level of program quality; and to encourage widespread local collaboration between Head Start and other programs.

Child Development, Inc. -- Russellville, Arkansas

The largest Head Start agency in Arkansas, Child Development, Inc. (CDI) serves 2,000 children in 11 rural counties through a combination of centers, family day care homes, and home-based staff. CDI has expanded rapidly by obtaining funding from a variety of public and private sources. CDI offers a wide range of services to meet the needs of children and families, using a combination of separate programs and funding sources.

Funding

CDI manages a complex set of funding sources, including eighteen different federal and state programs, such as Head Start, parent fees for child care, child care vouchers, and Even Start. Agency leaders work to assure compliance with each set of program mandates, while pursuing a goal of a coherent continuum of services, rather than a series of separate, categorical programs.

Services for Children

CDI's diverse forms of funding support services to children from birth through school age in part-day and full-day/full-year classrooms. Offering child care services to working parents on a sliding fee scale meets a key community need and assures more diversity in participating families and children. Children are grouped by age and not by the type of funding that supports their participation. Staff participate in ongoing professional development activities, including the Child Development Associate credential program.

For more information about Head Start Collaboration Projects, contact:

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Child Care and Development Block Grant

The "Child Care and Development Block Grant" is designed to increase the availability, affordability, and quality of child care. Federal funds are available through this program to States, Indian Tribes and Territories to provide grants, contracts, and certificates for child care services for low-income families with a parent who is working or attending a training or education program. Funding is also provided to improve the availability and quality of child care and for early childhood development and before- and after-school services.

The Department of Health and Human Services has set four goals for its child care programs. They are: **Goal 1 - Improved Operations**. In order to improve services to families, child care operations will be modernized, more efficient and coordinated across child care funding streams. **Goal 2 - Quality comprehensive services**. Child care services to low-income families will be more comprehensive and of better quality. **Goal 3 - Expansion**. Where needed, an increasing percentage of low-income families will receive child care assistance and support. **Goal 4 - Public Awareness**. The public will be made more aware of HHS programs and the importance of child care assistance to low-income families.

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Family Preservation and Family Support Services

A new program was added to the Social Security Act of 1993. Entitled the "Family Preservation and Family Support Services," the new program provides capped entitlement funding to state child welfare agencies "for the purpose of encouraging and enabling each state to develop and establish, or expand, and to operate a program of family preservation services and community-based family support services."

"Family preservation services" typically are activities to assist families in crisis, often families where a child is at imminent risk of being placed in out-of-home care because of abuse and/or neglect. (If the child is determined to be in danger or the family does not have adequate strengths on which to build, family preservation services are not appropriate.)

"Family support services" are primarily preventative activities with the aim of increasing the ability of families to successfully nurture their children, most often provided at the local level by community-based organizations. Some activities, such as parenting information classes, respite care, and assistance in obtaining benefits, may be considered both a family preservation service and a family support service.

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U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Family Investment Centers

The Family Investment Center (FIC) program provides grants to public and Indian housing authorities to help them provide families with better access to education and employment opportunities that will ultimately help them achieve economic self-sufficiency. FICs provide a vehicle for the integrated delivery of a wide range of supportive services, enhancing the prospects for community development in a number of ways, including child care, employment training and counseling, computer skills training, literacy training, and high school graduate equivalency certification.

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Head Start Program

The Office of Community Relations and Involvement (CRI) has implemented an interagency agreement with the U.S. Department of Health and Human Services (HHS) to bring Head Start, one of the Federal Government's most highly acclaimed programs, to public housing communities. Expanding this network, a joint effort administered by HHS through the interagency agreement, provides opportunities for early childhood education and after-school enrichment programs in or near public and Indian housing. Low-income parents and guardians now have the opportunity to take advantage of full-day education programs, health screening, and supplemental nutrition services for their children. While children attend the full- or part-time child care programs, parents or guardians can seek, retain, or train for employment.

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Early Childhood Development Demonstration

The purpose of the early childhood demonstration program is to expand the availability of full-day year-round child care services so that parents or guardians can obtain the skills and/or education necessary to enter and remain in the work force.

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Inn Circle, Inc. -- Cedar Rapids, IA

Inn-Circle is a "two-generational" early childhood strategy that combines child care with strategies to help parents become self-sufficient and reintegrated into the community. The local Head Start program works in partnership with a transitional housing facility for forty-four formerly homeless single mothers and their children. In addition to education classes, employment training, case management, health care, and counseling services. Inn Circle helps residents develop peer support skills, participate in decision making and service activities, and engage with local neighborhood institutions and associations.

Funding

Inn-Circle operates with an annual budget of $645,000, most of which is funded through HUD's Supplemental Assistance to Facilities to Assist the Homeless. Other monies come from state emergency shelter funds, Head Start, the Iowa Department of Public Health, WIC, and the United Way. Residents contribute one-third of their gross income for rent.

Services for Children:

Inn-Circle houses a Head Start program for thirty-two 3- and 4-year olds from resident families as well as from low-income working families in the neighborhood. Classrooms are open 7 a.m. to 5 p.m. to provide extended child care for working parents. There are toddler and infant rooms to care for 18 younger children, and after school care is available for children in kindergarten to sixth grade. Head Start staff conduct three home visits a year that focus on the child's education and the family's needs as a whole. Teachers have worked to adjust their expectations and routines to accommodate the special social and emotional needs of children from homeless families.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF JUSTICE

The Office of Justice Programs (OJP) is the Department's primary resource for providing financial and other assistance to state and local governments for efforts to control crime and delinquency, improve the criminal and juvenile justice system, increase the nation's knowledge about crime and related issues, and enhance society's response to crime victims. Although OJP's primary responsibility is directing its financial and other assistance for the control of crime and delinquency, it supports either directly or indirectly the National Education Goals, including Goal 1, in many of its programs.

Operation Weed and Seed

Operation Weed and Seed is a neighborhood-based, multi-agency approach to law enforcement and community revitalization in high-crime areas. The program's goal is to improve the quality of life in targeted neighborhoods by controlling and preventing crime, drug abuse, and gang activity. The Weed and Seed strategy integrates federal, state, and local law enforcement and criminal justice resources with corresponding human services and private and community resources to maximize program impact. Resident participation is an essential element of Weed and Seed programs. A listing of Weed and Seed sites is included in the resources section of this book.

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The Public/Private Partnership Against Violence in America Program

This program provides opportunities for private and corporate foundations to join with the Department of Justice and other participating federal and state agencies to address violence in America, particularly violence affecting children and youth. Funds will be provided to selected local communities to support promising, locally driven violence prevention and intervention efforts based on local needs assessments and with broad participation from a significant cross-section of community stakeholders.

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Title V Delinquency Prevention Program

Title V authorizes Office of Juvenile Justice and Development Program (OJJDP) to make grants to states to be subgranted through state advisory groups to qualified units of local government. These grant funds will be used for programs to reduce the risk factors for delinquency, such as child abuse and family disintegration, while strengthening protective factors, such as clear standards for law-abiding behavior and the sense of positive adult role models.

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National Citizens' Crime Prevention Campaign

The Campaign develops and produces a full range of crime, violence and drug use prevention public service announcements and materials that include brochures, videos, posters, books, and community action kits. The National Crime Prevention Council, which administers the campaign, also provides technical assistance and training workshops. These services continue to educate and motivate citizens to undertake positive actions to protect themselves and their families against crime and violence. As part of the "McGruff" the Crime Dog, campaign, National McGruff House Network provides children with a safe haven network across the country.

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Race Against Drugs (RAD)

RAD is a unique drug awareness, education and prevention campaign helping young people understand the dangers of drugs and live a drug-free lifestyle. With the help and assistance from 21 motor sport organizations and the cooperation of the Federal Bureau of Investigation and National Child Safety Council, it has become a fun and exciting new addition to drug abuse prevention programs. Rad now includes national drug awareness and prevention activities at schools, malls, and motor sports events, posters, 21 TV public service announcements, signage on T-Shirts, hats, decals, and so forth, and specialized programs.

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National Network of Children's Advocacy Centers

OJJDP supports the Network through the development and implication of coordinated training, technical assistance, and information sharing programs. The Network links local Children's Advocacy Center programs, which provide multi-disciplinary coordination in the investigation and prosecution of child abuse cases, limited seed money, training, and technical assistance.

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The Yale/New Haven Child-Centered Community Policing Training and Replication Program

The Office of Juvenile Justice and Delinquency Prevention funded a multi-year program on a child-focused community-based policing program. Yale University Medical School's Child Study Center and the New Haven, Connecticut, Department of Police Service, conducted a child-focused community-based policing program designed to help children and families cope with the stress caused by exposure to violence, and to prevent violent crime. OJJDP will be replicating this program in four selected sites in fiscal year 1996 that will include training of trainers, implementing a five-phase replication protocol in the four sites, initiating a data collection program for evaluation in the replication sites, and developing a casebook detailing various aspects of the New Haven program.

For further information, contact:

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Strengthening America's Families: Promising Parenting Strategies for Delinquency Prevention

This Office of Juvenile Justice and Delinquency Prevention publication is a user's guide to help program planners, policy makers, and service providers determine the most effective family-focused and parenting intervention strategies for high risk youth and families. It reviews what is known about the impact of family characteristics on the risk for delinquency as well as promising family interventions.

Providers using the guide will be better able to choose or modify existing programs to create new interventions for high risk youth and their families. The guide consists of three major sections: Part I: Family Influence on Delinquency, Part II: Review of Family Strengthening Programs, and Part III: Promising Family Strengthening Programs.

The guide can be obtained from the Juvenile Justice Clearinghouse by writing to:

Juvenile Justice Clearinghouse
P.O. Box 6000
Rockville, MD 20849-6000

or calling:

(800) 638-8736

State Crime Victims Compensation and Crime Victim Assistance Programs

OVC makes annual grants through the State Crime Victim Compensation and Crime Victim Assistance Programs to ensure that crime victims are treated fairly by the criminal justice system. These programs offer psychological counseling to help a child heal from the trauma of physical abuse, support shelters for battered women and their children, provide money to pay doctor bills or basic living expenses when work is missed due to a crime, pay funeral costs for murder victims, and provide other services to aid victims.

Jackie Cleland
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Multi-Jurisdictional Model Program on the Handling of Child Sexual Exploitation Cases

OVC and OJJDP provided funding to develop and implement a protocol that will add a victim service component to multi-jurisdictional task forces working with child exploration and child pornography cases. OVC also supported the attendance of 50 federal criminal justice personnel at the Dallas Crimes Against Children Conference. Child abuse investigators from the FBI, the Bureau of Indian Affairs, and the National Park Service were trained in improved techniques for handling child abuse investigations.

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Project PACT (Pulling America's Communities Together) is a comprehensive initiative involving the cooperative efforts of several federal agencies to empower local communities to fight crime by developing broad-based, coordinated anti-violence strategies. The U.S. Departments of Justice, Education, Labor, Health and Human Services, Housing and Urban Development, and the Office of National Drug Control Policy are working with four pilot sites--Metro Atlanta, Metro Denver, the District of Columbia, and the State of Nebraska--to develop and implement anti-violence strategies incorporating the resources of federal, state, and local government agencies, law enforcement, schools, businesses, and community organizations. A listing of Project Pact sites is included in the resources section of this book.

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BJA provided small planning grants to 16 jurisdictions with high rates of crime and violence -- including the four PACT sites -- to develop comprehensive strategies for preventing and reducing violent crime. This **Comprehensive Communities Program (CCP)** requires selected jurisdictions to engage in a comprehensive planning and strategy development process for crime, drug, and violence control and prevention that requires law enforcement and other governmental agencies to work in partnership with the community to address these problems, as well as the factors that increase the risk that individuals will become involved in problem behavior. In FY 1994, 16 jurisdictions faced with high rates of crime and violence participated in the CCP planning process. Implementation grants are being awarded to qualified jurisdictions in FY 1994 and FY 1995. A listing of Comprehensive Communities Program sites is included in the resources section of this book.

Although many communities have begun this process on their own, others throughout the country are engaged in this assessment process as part of OJJDP's Title V Prevention Program. During 1994, OJJDP implemented the **Title V Delinquency Prevention Program** authorized by the 1992 Amendments to the Juvenile Justice and Delinquency Prevention Act of 1974. Title V authorizes OJJDP to make grants to states to be subgranted through state advisory groups to qualified units of local government. These grant funds will be used for programs to reduce the risk factors for delinquency, such as child abuse and family disintegration, while strengthening protective factors, such as clear standards for law-abiding behavior and the sense of positive adult role models.

Drug Abuse Resistance Education (DARE) is a copyrighted drug and violence prevention model that involves both law enforcement officials and educators. DARE's original purpose was to teach school children how to resist peer pressure to experiment with and use drugs. Although this remains its central focus, DARE has developed and offers an expanded curriculum that includes instruction on dispute resolution and kidnapping awareness. In addition, DARE-related activity now encompasses a Parent Program to assist all family members in keeping children drug free. In FY 1995, we will continue to support the DARE Training Centers that certifies law enforcement officials as DARE trainers. Over 16,500 police officers have been trained by, or with assistance from, the five BJA-supported Regional Training Centers located in Arizona, California, Illinois, North Carolina, and Virginia.

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The National Endowment for the Arts

The National Endowment for the Arts in Education Program supports a variety of programs to promote arts in education. One such program is the Arts Plus Arts in Education Program. Arts Plus offers support for arts and education partnerships. Goals for Arts Plus are to support constructive, educational change so that the arts are central to the education and lives of students and to support artistic exploration and growth by arts professionals in their work with schools.

The projects that have been funded are long-term projects that bring together professional artists, teachers, students, and others to make the arts a basic part of education for students, and education a more basic part of the work or arts organizations.

In 1995, seven arts organizations that have teamed with local schools to integrate the arts into the curricula have been selected to receive Arts Plus funds from the Endowment. Since 1991, 28 Arts Plus partnerships involving over 100 arts organizations have been awarded.

Although the National Endowment for the Arts is being restructured for the coming fiscal year, it is expected that the educational function of the Endowment will continue. For information about future funding opportunities, please contact Abby Nelson at the National Endowment for the Arts, 1100 Pennsylvania Avenue, NW, Room 602, Washington, DC 20506.

Wolf Trap Foundation stART smART for Young Children -- Vienna, Virginia

The Wolf Trap Institute for Early Learning Through the Arts program sponsors a Multicultural Education program, which is designed to expose preschool children to cultural diversity, and to involve their parents in education.

Organization

The Wolf Trap Institute is the chief education program of the Wolf Trap Foundation for the Performing Arts, and has served over 481,000 children, parents, and teachers nationwide since 1991.

Funding

The Wolf Trap Foundation has used a variety of public and private funding sources to expand its program. In addition to the NEA, the Foundation collaborates with Head Start and the Fairfax County Office for Children. Private grants from the Freddie Mac and Mobil Foundation got the program off the ground in 1993.

Services for Children

The project involves preschool students in developmentally appropriate performing arts activities which originate in parents', teachers', and neighbors' cultural experiences. While teacher bring to the project an understanding of early childhood practices, the Wolf Trap Artists contribute their talents as professional performers and their expertise as artists-educators. The artists train teachers to continue using the performing arts as powerful teaching tools and active learning experiences which help children master a variety of important life and academic skills. Combined, their energies are particularly effective in reaching children and their families from a wide variety of cultural backgrounds.

The National Endowment for the Humanities

Of the three objectives identified under Goal 1, the Endowment's efforts are particularly focused on the first and second. The Endowment's Division of Public Programs has projects that reach preschool children and their families. The five main projects include Humanities Projects in Museums and Historical Societies, Humanities Projects in the Libraries and Archives, and Humanities Project in the Media.

Museums Program

Awards grants for the development and implementation of museum exhibitions designed to provide learning opportunities targeted at children and their families. An example of this is the Please Touch Museum in Philadelphia supporting object-based play as the interpretive technique most appropriate to the museum's target group of children ages four to seven.

Libraries Program

Awards grants to libraries and archives in support of education projects, including many that are intended for young audiences. These projects, which range from special exhibitions to reading and discussion programs, provide opportunities for young children and their parents to benefit. The reading and discussion programs are being held at public libraries throughout the state and are involving both parents and their young children.

Media Program

Grants provided through this division has resulted in the production and airing of a wide variety of radio and television programs specifically geared to preschool youth and their families. Collateral educational materials to accompany these programs have been produced to heighten their educational impact. Among NEH-supported media productions are such programs as "Long Ago and Far Away," a television series for young children that presents dramatic productions based on children's books, folk tales, and fairy tales from around the world. There is also the radio series, "Songs Jumping in My Mouth," that employs animal characters to introduce young children to significant historical and cultural ideas.

Motheread

The state humanities councils in North Carolina, Minnesota, and California are helping parents become better teachers for their young children. In Motheread projects, parents, teachers, childcare workers, and others learn to think about stories and emotional themes to which children can respond and, in turn, to

help their children develop prereading skills and a love of reading. At-risk children are the ultimate beneficiaries of many of these projects, which are often situated in housing projects, daycare centers, prisons, and centers for battered women.

PATH: Parents as Teachers of the Humanities

A program funded by the Missouri Humanities Council, that brought parents and scholars together to expand parents' appreciation of literature and to help them share an enthusiasm for reading with their children.

The Vermont Council on the Humanities is focusing its energy and resources on achieving full adult literacy in the state by the year 2000. One program the council has developed is a trilogy of reading-and-discussion series for parents of preschool children called "Beginning with Mother Goose." Participants in each series are provided a set of age-appropriate children's books, as well as information and discussion experience that should enable them to introduce their babies and toddlers to the rhythm and rhyme of Mother Goose and to the captivating stories and pictures of Goodnight Moon and Where's Spot.

The Vermont Council is also beginning to work with a new audience-teen mothers. In this program, the mothers are invited to participate both in "Beginning with Mother Goose" programs and the council's reading-and-discussion programs for new readers. The young children of these mothers benefit, as do the mothers themselves, many of whom are likely to be low achievers in school and at risk of dropping out.

Grants awarded by NEH'S Division of Education Programs have also supported Goal 1. This division funds a variety of continuing education programs that provide opportunities for the parents of young children to engage in the texts and themes of the humanities. In turn, these parents are able to share their newfound appreciation for the humanities with their children.

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National Science Foundation

Systematic reform of mathematics, science, and technology education clearly needs to address the preschool and early childhood education of all children, as well as involved parents and care givers every step of the way. NSF, through the Division of Elementary, Secondary, and Informal Education has been expanding its program activities at the end of the age spectrum, so that children come to school ready to learn in elementary school.

Opportunities to learn and develop skills in early childhood for all children can provide a level playing field for them as they enter the formal schooling system. It is this belief that encourages NSF to support innovative activities designed for children in these early years.

Playtime is Science

"Playtime is Science," focused on preschool and early childhood science education, impacts the very foundation of all school science education activities wherever it is implemented.
This innovative parent/child physical science NSF supported education program is designed to increase the science literacy, both of young children (ages 4-7) and of significant adults in their lives. It has been singularly effective in turning parents into science enthusiasts and advocates, where lack of confidence in subject area previously prevailed. "Playtime" was piloted in many sites nationally, and is now in 77 school and early childhood centers.

Please Touch Museum

A project for preschool science and mathematics at the Please Touch museum in Philadelphia is supported by NSF. Other museums throughout the country have hands-on exhibits targeted to preschool children.

"CRO" Television Show

Television shows such as the cartoon show "CRO," supported by NSF, on ABC, make young children aware of science and (the very basic) scientific concepts.

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Institute of Museum Services

"Museums and schools across the country are engaged in creative and innovative ways to make learning come alive for our children. Using museums' tremendous resources is a vital step in creating communities that support systematic education."

Diane B. Frankel, director of the
Institute of Museum Services

The ultimate goal of the Museum Leadership Initiatives awards is to transform traditional thinking about museums and schools. By working collaboratively, these institutions can make a major impact on the education of our children. Museums provide so much more than the traditional field trip, and these funded projects demonstrate exemplary projects.

Chicago Children's Museum, Chicago, IL

Partner:

Center for Successful Child Development
Hartigan School

The museum will partner with an early childhood program and an elementary school to plan, develop, test, and evaluate two Parent Networks that will serve as models for reduplication in future years. The project targets The Robert Taylor Public Housing Community, which is the largest and poorest public housing complex in the United States. The Chicago Children's Museum has a history of success working with low income communities on collaborative, school based initiatives. In 1992, the Museum created a public/private partnership to break down barriers that inhibit low income families from seeking enriching education opportunities and gaining access to them.

Maryland Historical Society, Baltimore, MD

Partners:

Baltimore City Public Schools
Baltimore County Public Schools

This project is based on the ground-breaking and award-winning exhibition "Mining the Museum" by African-American installation artist Fred Wilson. Since 1992, "Mining the Museum" has provided a forum for teachers, students, and museum educators to work together providing rich and challenging opportunities for students to address sensitive issues of African-American history, race, cultural identity, and truth, and to share their insights with parents, friends, and the larger community. The Maryland Historical Society will now have the opportunity to strategically plan for optimal educational uses of this extremely valuable learning resource.

The Smithsonian Institution

Consisting of fifteen museums, the National Zoo, and a number of research facilities at locations around the world, the Smithsonian is a highly decentralized institution -- and this affects the way its educational mission is carried out. Each one of the Smithsonian museums has its own education department, which offers programming for children and adults, relating directly the collections and research expertise of that particular museum. In addition, these are several central offices responsible for education. They include: The Smithsonian Associates (the Institution's membership and continuing education arm); the National Sciences Resources Center (a joint endeavor of the Smithsonian and the National Academy of Sciences to promote hands-on science in schools); and the Office of Elementary and Secondary Education (which draws upon the Smithsonian as a whole to serve a national school audience.)

Several of these education programs apply to National Education Goal 1. In addition, the Institution is home to the Smithsonian Early Enrichment Center (SEEC), whose primary purpose -- the care and education of young children -- is Goal 1-oriented. What follows is a description of Goal 1-relevant programs at the Smithsonian.

In the museums. Only a few of the Smithsonian museums offer programs designed specifically for young children, although virtually all of the museums are visited by preschoolers and their parents -- and thus address Goal 1 informally. Some of the museums, like the National Museum of American Art, have occasional "family days," offering a variety of activities in which many preschoolers and their parents participate. Others have special exhibits, like "hands-on history," in the National Museum of American History, and the "Discovery Room" in the National Museum of Natural History, which provide multi-sensory, interactive experiences for visitors of all ages. These exhibits are especially popular with families, who frequently include preschoolers -- and the Discovery Room has, in fact, four preschool programs on its premises, which groups can book in advance. In addition, the National Museum of Natural History has a number of popular preschool tours; and the National Air and Space museum offers, in its planetarium, occasional programs -- on topics like "colors and shapes in the universe" -- for preschool groups.

At the zoo. The National Zoo has the most appeal for preschool children among the attractions at the Smithsonian. Young children love to look at animals. . . and the zoo affords them the opportunity to be outdoors in a relatively unconstrained environment. Consequently, they come in droves -- both with their families and as members of preschool class groups. In addition to participating in special tours, they can also book visits to Zoolab, a hands-on exhibit that contains many things of interest to young children. In the Zoolab, they can try on a keeper's uniform, for example, or use a magnifying glass to get a

close-up look at the hairs on an elephant's skin or the individual barbs on a feather. As a special bow to its preschool audience, the zoo several years ago designed an area where preschoolers can get a close-up view of the tigers through a child-high window. This "Tiger Stop" also includes climbing equipment and a child-sized water fountain. In addition, the zoo has loan kits -- on the subjects of "birds," "reptiles," and "mammals," for preschool classes.

At the Discovery Theater. The Discovery Theater is a live theater for children operated by the Smithsonian Associates. Located in the Arts and Industries Building, the theater's productions are especially focused on the preschool through grade 3 set.

From the Office of Elementary and Secondary Education.

The Smithsonian Institution, the U.S. Department of Education's Office of Elementary and Secondary Education (OESE) and the Santillana Publishing Company have produced an early childhood curriculum, *One World, Many Children*, in both English and Spanish. The curriculum was field tested at the Smithsonian's Early Enrichment Center and with a number of early childhood programs across the country. It is being marketed by Santillana.

In addition, Smithsonian and OESE collaborate on a series of professional development courses for DC-area teachers. One of the courses, taught by the staff from the Smithsonian Early Enrichment Center, is on using the Smithsonian as a resource for early childhood teaching and learning.

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